**My Definition**

(Pre, During, Post Topic/Lesson)

* *The purpose of using this vocabulary strategy is to check prior knowledge of key vocabulary in the topic and to provide a way to check that vocabulary has been learnt.*

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| **WORD** | **OWN DEFINITION /**  **EXPLANATION** | **REVISED DEFINITION / EXPLANATION** |
| Risk | Stuff that happens when you don’t plan well | Is the likelihood of an event happening that will have a negative impact on planned objectives. All designs carry risk and it is important for me to minimise the chances of these happening by careful planning and modelling. |
| Prototyping | A model of something | The modelling of a realised but yet-to-be-implemented technological outcome. The purpose is to evaluate the fitness for purpose of a technological outcome against the brief and is undertaken to establish (or not) a defendable case for its implementation, refinement or further development. |
| Functional modelling | Checking the function of a model | Tests suitability of design, enabling the ongoing evaluation of design concepts for yet-to-be realised **technological outcomes.** Evidence gained is used to establish (or not) a defendable case for its further development. |

**Possible approach:**

1. At the start of a topic or lesson draw up a list of key words

2. Give students the words you have selected.

3. Students write in their own initial definition for the words. Do not allow dictionaries. Encourage students to complete definitions for all words, even those they are totally unfamiliar with using clues in the words etc.

4. Teach the topic (and all the words obviously).

5. Throughout the unit / lessons, make time for students to complete their revised definitions for each of the words. If their original definition was correct and showed good depth of knowledge, they can tick the ‘revised definition’ column. Encourage students to use their own words including quality subject-specific academic language as much as possible.

6. It is important to point out key strategies that students can use to deal with unfamiliar words eg prefixes, suffixes, chunks etc